DOCUMENT RESUME

ED 032 809 48 FL 001 464

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The Relationship of Africanists to Afro-American Studies: Report of a Conference (East Lansing, Michigan, April 25-26, 1969).

Spons Agency-Office of Education (DHEW), Washington D.C. Bureau of Research.

Bureau No-BR-8-0075

Pub Date [69]

Contract-OEC-0-8-000075-3422

Note-38p.

EDRS Price MF-$0.25 HC-$2.00

Descriptors-*African American Studies, Conference Reports, Cultural Education, Curriculum Development, Educational Interest, Federal Programs, Inservice Teacher Education, *Instructional Materials, Language Instruction, Material Development, *Program Descriptions, *Program Development, School Community Cooperation, Secondary Schools, Student Motivation, Swahili, Teacher Background, *Teacher Education, Universities

This report of a conference at Michigan State University on ways in which the Africanist is, and might be, related to Afro-American studies emphasizes examples of present cooperation and suggestions for the future. Present efforts in secondary schools, universities, and the U.S. Office of Education are described. Suggestions for teaching materials, further program development, and the teaching of Swahili; as well as problems of teacher background, organization of Afro-American studies within existing systems, and popular acceptance are included. Some suggestions are advanced for solutions to teacher training and teaching materials problems. Background on the conference's organization, the motivation and demand for Afro-American studies, and the relation of African specialists to such studies are described briefly in an introduction. An appendix lists conference participants and summer institutes and inservice programs. (AF)

EDO 32809

BR-8-0075
Title VI, NDEA
PA-48

THE RELATIONSHIP OF AFRICANISTS TO AFRO-AMERICAN STUDIES

the report of a conference held at the

African Studies Center
Michigan State University
East Lansing, Michigan 48823

under the sponsorship of the

Office of Education, Washington, D.C.
OEC-0-8-000075-3422

25 and 26 April, 1969

compiled by Irvine Richardson, Convener

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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1. Introduction

A. History of the conference

During the October 1968 national meetings of the African Studies Association in Los Angeles, the question arose among Africanist linguists, particularly Swahili teachers, as to whether a conference might be held to discuss the teaching of Swahili with regard to the establishing of standard materials and coursework, and whether an Association of Swahili Teachers might be formed as a sub-group of the Modern Language Association. Not a little of their concern sprang from the sudden demand from Black Americans for Swahili courses.

As editor of the Journal of African Languages, Dr. Irvine Richardson of Michigan State University was asked by these linguists to organize such a conference. He submitted a proposal for the sponsorship of the meeting to Dr. D. Lee Hamilton, Director of the Division of Foreign Studies, Office of Education. Dr. Hamilton suggested that it would be more appropriate to discuss the relationship of Africanists to Afro-American studies in general, rather than to confine the talks to purely language matters.

Consequently, on April 25 and 26, a conference was held in the Center for International Programs of Michigan State University, East Lansing, Michigan. It was convened by Dr. Richardson and sponsored by the Office of Education. Acting as host, Dr. Charles C. Hughes, Director of the African Studies Center at Michigan State University, opened the conference and welcomed the participants to East Lansing.

B. Organization of the conference

Participants included delegates from NDEA sponsored African studies centers, specialists from the Detroit, New York City, and Cincinnati public school systems, Swahili teachers from a number of universities and representatives from the Office of Education, Washington, D.C. A complete list of those who attended appears in an appendix to this report.

The conference met in plenary session for both days. A new chairman was chosen for each morning and afternoon session. On the first day, Dr. William Welmers and Dr. Boniface Obichere respectively, presided over the morning and afternoon meetings. On the 26th, Dr. Ibrahim Abu-Lughod chaired the morning session and Dr. James Gibbs the afternoon. The rapporteurs at all the sessions were Mrs. Barbara M. Horvath and Mr. Earl M. Herrick, both of the Department of Linguistics and Oriental and African Languages, Michigan State University.

A tentative agenda was drawn up (see Appendix B) and circulated by the convener before the delegates assembled. It was explained that this was intended not as an inflexible instrument but rather as an indication of some of the main areas to be covered. The resulting discussion was fluid and dealt with the appropriate points but not necessarily in the order indicated in the agenda. For this reason, the substance of the proceedings has been recast in this report so as to give a more meaningful presentation of the subject matter. To ensure accuracy, copies of a preliminary report have been circulated among participants with a request for corrections

and comments. Unfortunately, owing for the difficulty of contacting academic personnel during the summer, this process met with only a 30 percent response. However, in view of the extreme urgency of the matter, we decided not to delay the report further by waiting for late emendations.

C. Purpose of conference

In a brief opening address, Dr. Hamilton pointed out that the purpose of the conference was to exchange information and discuss what Africanists can or should do for Afro-American studies. He warned the participants not to get bogged down on political questions such as whether or not there should be courses in Afro-American studies, or whether the demands for such courses were well-advised. These programs do exist and are increasing. It is also true that materials and teachers are scarce. The term 'Afro-American' implies that the area to be studied begins historically with Africa. The basic scholarly study on Africa is being done at African studies centers and scholars at such centers must now ask themselves how, by virtue of their special knowledge, they can contribute to the formulation of Afro-American studies courses.

Dr. Hamilton hoped that the conference would facilitate a discussion of the different experiences of the participants, some consideration of group research and development projects aimed at the production of special teaching materials to be used from secondary schools onwards, and an assessment of the sources of funding for such projects.

D. Motivation and demand for Afro-American studies

Participants spent some considerable time in attempting to assess the demands for Afro-American studies in general and for courses in Swahili in particular. They tried to discover the extent of the demand. How many schools are being asked to offer such courses? They discussed the nature of the demand. Is it political, psychological, or based on practical considerations? They also wanted to know whether the demand was a permanent one or whether it would diminish in time.

The answer to the first question seemed to contain a regional factor: in the Midwest, the demand for Swahili has not been felt so keenly, while in New York and California, students are insisting that Swahili and other African languages be taught. In California, Swahili centers are being instituted in the inner city and children are being taught the language by laymen. Mr. Indakwa mentioned that a similar kind of program is going on in Houston.

Discussions on the nature of the demand occupied a fair amount of time during the first day. It was felt that in order to arrive at any solution, it was first important to ascertain what Black people expected to derive from the courses they were demanding. Some participants felt that a course in Swahili answered emotional and psychological needs and that the Blacks were not interested in studying the language from a structural viewpoint. Black people want courses that they can identify with -- that belong to them. Some felt that the fact that a course in Swahili was available was important in itself.

The subject of practical relevance was discussed. Some participants felt that unlike French or Spanish, which can be used in Canada

or Mexico, Swahili cannot be practiced in North America. On the other hand, it was pointed out that many people study French and never use it.

Dr. Obichere insisted that the nature of the demand was not academic at all; Blacks want to learn to speak Swahili so that they can use it.

The political nature of the demand was discussed by Dr. Abu-Lughod. He drew a distinction between the motivating force behind the development of African or Latin American studies centers and Afro-American studies centers. The former were motivated primarily by intellectual considerations and secondarily for planning purposes and to implement public policy. On the other hand, the motivating force behind Afro-American studies centers is political. The accumulation of knowledge by Blacks about their ancestors is part of a social revolution. Afro-American centers have been established primarily because of pressure from Blacks and only secondarily as a result of academic initiative.

Dr. Dostal felt that the demand for new courses, at the secondary school level, should come from academic sources so that guidelines may be established and materials developed along with the course.

As to whether the demand would diminish in time, several opinions were offered. Some felt that the contrary would be the case. Others cited examples of rapidly dwindling enrollments in Swahili courses which had begun as large classes. Dr. Harries thought that perhaps when students found out that Swahili was a difficult language, they would no longer demand it. One example was given of a Midwest institution with a sudden increase in Swahili enrollment of which

about one-third consisted of Afro-Americans. Early in the first term there was a rapid decrease in attendance by the latter. This trend was suddenly reversed, however, until almost all the Black students were back in class. It was said that this was due to the example set by a respected Afro-American in the class who also is a leader in Black community cultural activities.

E. Relationship of African studies specialists to Afro-American studies

The participants discussed the role that African scholars could play in the development of Afro-American studies programs both at the college level and at the secondary level. It was generally agreed that Africanists wanted to make themselves available and that the expertise for developing at least the 'Afro' part of these programs, for the most part, exists in African studies centers in the universities.

The secondary schools would like to have materials prepared for them by Africanists. This would include textbooks on African life and history as well as visual materials. One difficulty here, it was noted, is that university professors are not always the most suitable persons for writing textbooks for secondary schools.

The secondary schools would also like to look to the Africanists as consultants, primarily to pass judgment on the spate of published Africana in recent years. It was felt that those making decisions on curricula for the high schools do not have the necessary training to distinguish between worthwhile material and trash. Dr. Duffy, who represented the African Studies Association at the conference, told the participants that the ASA has a committee whose function it is to study the Africa curriculum in high schools. This committee

has a register of 300 people who are willing to be consultants. Secondary school staff in need of this kind of advice can write to Dr. Gwendolen Carter, Program of African Studies, Northwestern University, who will put them in touch with a consultant.

Dr. Duffy explained that the ASA could not become directly involved in programs because of the nature of the organization and because of lack of funds. On the other hand, it could give advice and lend support to programs developed by others. Dr. Crabb mentioned that the ASA might give its imprimatur to books and teaching materials which it thought worthwhile. Dr. Duffy indicated that the ASA is making an attempt to review such materials but that money is needed if all the requests for advice are to be met.

It was suggested that some provision should be made at the next national meeting of the ASA to discuss the relationship of African studies to Afro-American studies. It was intimated that plans were already afoot for this kind of discussion.

II. Present and future cooperation of Africanists in Afro-American studies

A. What is being done

One of the reasons for calling the conference was to bring people together to discuss the kinds of programs that were being offered and to share their experiences with colleagues and specialists from many parts of the U.S.A. The summary report which appears below is not intended to be exhaustive but rather to indicate various projects known to delegates attending the meetings.

1. Secondary Schools

Rankin, Pennsylvania: An experimental African studies program has been started in this community outside of Pittsburgh. Of the forty students who originally signed up for Swahili, only seven remain.

New York City: African and Afro-American studies are included in the kindergarten through grade twelve social studies program. Each grade contains a theme or some opportunity for the study of one or the other area. Teaching materials, over and above that provided in the regular social studies program, are being prepared for grades kindergarten through six. Curriculum specialists are working on an African studies program to be offered as an elective. Students in high school may take elective courses. Some secondary schools are developing their own programs. There is a need, however, for review by scholars of the programs developed in the schools and by the Bureau of Social Studies. Swahili is offered at two high schools in the city. Students are demanding that language be part of the Black studies program.

Cincinnati, Ohio: The study of Africa and Afro-Americans is included at the elementary level and continues as part of several social studies courses to the final year of secondary school. An integrated approach is applied to the subject, i.e. the teaching of Negro history and culture is integrated with the study of American history in a chronological pattern. In addition, a new course is being developed on African history and there is

a course in Black culture which may be taken as an elective in grade twelve. Stressing the lack of teachers trained in African studies, Miss Tilford noted that when the curricula were being prepared for these courses, only two teachers at the secondary level in social studies had had any instruction in Afro-American history and only six of 215 high school social studies teachers had more than six hours of African history. Miss Tilford also noted that the Cincinnati public schools have had no requests to teach Swahili.

Detroit, Michigan: The integrated materials approach is also taken in the Detroit public schools. For instance, Afro-American writers are studied in English literature courses. Swahili is not taught in the public school system but the demand for this course is anticipated. Already at least one "unofficial" teacher of Swahili is conducting impromptu classes in the inner-city.

2. Universities

Northwestern University: A two-day conference for local high school teachers was conducted by faculty of the Program of African Studies. Lectures on African literature, art and music were given. It is planned to repeat this type of function. In addition, a summer institute on African studies was held for World history and American history teachers at high school level. There were over 500 applications for the 30 positions. Participants were selected according to the following criteria (a) they were likely to use the material in teaching, (b) they were prepared intellectually, (c) they were from urban areas, (d) they

came from school districts that would be willing to introduce such subjects. Out of the 30 successful applicants, four were Blacks. It is expected that this kind of institute will be a recurrent commitment at Northwestern.

Indiana University: The university has an Afro-American program which focuses on Blacks in this country and receives the cooperation of the African Studies Program. It also has a program of non-Western studies for teachers in the State's colleges, which has been sponsored by the Ford Foundation.

Duquesne University: The African Language and Area Center offers a program in African studies and issues a certificate to teachers who complete it.

University of Florida: A weekly seminar was held for seven weeks during the spring quarter of 1969 by the faculty of the African Studies Program at the University of Florida for the faculty of Bethune-Cookman College, Daytona, Florida. The series of seven seminars was funded through a Faculty Development Grant to Bethune-Cookman College by the National Endowment for the Humanities. The grant included a specified amount for library acquisitions recommended by the participating University of Florida faculty.

UCLA: The chancellor has established an American Studies Institute which comprises Centers devoted to the cultures of various American minority groups including an Afro-American Studies Center. This program was formulated in conjunction with students and others from the Afro-American community. In addition, the

African Studies Center has contributed a kit for teaching African art and culture. Last summer, an institute was held for 30 teachers from 15 small colleges. Next summer, it is intended that they will study at University College, Nairobi. Two teachers were chosen from each campus so that they could support each other and cooperate in promoting African studies. During the intervening year, they have been visited in their colleges at least once by faculty from the Institute. Results have been good. This program cost $200,000 which, at first glance, might seem to be a large amount, but which is relatively inexpensive ($6,600 per person trained) when one considers current training costs in many fields. While in Nairobi, trainees will continue to attend seminars, study Swahili, and do group or individual research projects.

Michigan State University had a seminar for 25 students two years ago at the request of Black students. As other Michigan centers wanted the same course, it was put on video tape (30 tapes, each one-half hour long). It is now available through National Educational Television. Detroit has used it successfully on closed-circuit television.

In New York State, Nassau Community College and Westchester County have conducted courses to train teachers and members of the community.

Wayne State University ran an eight-day community workshop with a large mixed group of teachers and community leaders.

The University of Wisconsin is developing an Afro-American Studies Department at the present time, which will deal with

"black studies" (including Caribbean and African)only tangentially. At the present time, various courses are offered in other departments and programs with direct relevance to Afro-American Studies. Courses in African studies are offered through the African Studies Program. There is a strong demand for African languages in the Department of African Languages and Literature, but the demand comes in the main from persons with direct interest in Africa and not so much from Afro-American students on the campus.

Texas Southern University: Students here have demanded that Swahili be counted as a language for foreign language requirement purposes and this demand has been met. As part of the Outward Bound program, students are teaching children in the area Swahili and African history. The University of Houston has also added Swahili to its foreign language curriculum beginning Fall 1969, because of Black student demand for Swahili.

3. U.S. Office of Education

Dr. W. Thomas Carter read a descriptive list of Office of Education summer programs with an Afro-American content. This list appears as an appendix.

B. What can be done

1. Suggestions discussed

(a) Teaching materials in general

Materials are needed for African language courses, for courses in area studies in Africa, and for training teachers in both these fields. One contribution this conference can make is to initiate the preparation of such material. Little material

is now available for the teaching of Afro-American history. The African Experience (Northwestern University Press) could be adapted for secondary level use.

Especially at the secondary level, material should be modular, so that it can be lengthened or shortened to fit different schedules. Good secondary level courses can be put on video-tape for educational TV use.

We should try to improve the commercial distribution of material on Afro-American studies. In particular, we should encourage publishers to issue books as paperbacks. Students are often willing to buy a paperback when they would not buy the same book in a hard cover. It is also very important that campus bookstores carry a great deal of material on Afro-American subjects. It often happens that they are the least satisfactory sources of such material.

Schools should be told to feel free to call on experts from African studies centers -- in person, by telephone, or by letter -- for any help that they may need.

(b) Further development of existing programs in Afro-American studies

Many Afro-American studies courses have been developed by individual high schools and colleges but are generally unknown outside their own school. A listing of these courses with some criticism and evaluation -- a sort of cataloque raisonnée would be very useful. The Great Lakes College Consortium may be looking into this.

Several agencies have prepared films and videotapes on Afro-American and African subjects, e.g. Indiana University, N.E.T. and Operation Bootstrap. Films by Julian Brian are beautiful but have no narration. Teachers are reluctant to use them because they themselves do not have enough background to discuss them. It would be possible for specialists to prepare commentaries on these films so that teachers could make use of them.

Black English -- the dialect of English spoken by many Afro-Americans which is not mutually intelligible with Standard English -- has been taught about in Los Angeles. If developed as a literary language, it could be an identity focus. It seems uncertain, however, whether Afro-American students will want it as such, or whether they will prefer Swahili.

(c) The teaching of Swahili

The first part of the afternoon session on Saturday was devoted to the subject of teaching Swahili. The discussion centered on the writing of a textbook and the training of teachers. It soon became evident that at the present time there is no really satisfactory material for teaching Swahili at secondary or college level. The preparation of such material may be one important possible outcome of this conference. It also became increasingly clear that in the immediate future there can be no short-term solution to the teacher-training problem in Swahili that would be truly acceptable to the academic linguist.

With regard to the textbook, Dr. Harries felt that he would not be in favor of another book organized along conventional lines.

If a committee were to be organized to prepare such a book, it should include a secondary education specialist, an Afro-American, and linguists who are experts in Swahili. The text should be conversational, linguistically sound (in that it would be acceptable to the native speaker) but should not be overtly concerned with the linguistic analysis of Swahili. If intended for high school use, a Swahili course must be fitted to the standard high school language schedule of 45-minute periods, five days a week for 36 weeks.

Dr. Harries stressed the importance of not setting too ambitious a target with the textbook. The teaching of students to operate a foreign language, even at the college level, is a difficult task. Some participants objected to this view, pointing out that high school students often do very well with foreign languages, particularly when they are highly motivated.

There was some discussion of what the content of the lessons in a Swahili textbook should be. Dr. Applegate, noting that language is often taught in an isolated course, proposed that the teaching of Swahili be coordinated with some other course, for instance, the history of Africa, in which Swahili would be the medium of instruction from the outset. Several participants felt that this approach would be difficult to put into practice.

It was not agreed whether the situations in the lessons should present Swahili in or out of its culture, or whether the proper culture would be the traditional rural or modern urban one -- or indeed, whether the setting should be based on a kind of neo-African

culture as conceived by some Afro-Americans.

Dr. Stevick, one of the authors of the FSI Basic Course in Swahili, commented that he saw little relevance in this book for secondary schools but Father Varga noted that it has been useful in a secondary school in Rankin, Pa. He offered to duplicate, at minimal cost, five reels of tape devised to accompany the FSI text for anyone requesting them. Copies of these tapes may also be obtained from the Language Laboratory, Indiana University.

Delegates agreed, however, that there is a pressing need for materials to be used in teaching Swahili now and that, therefore, the conference should attempt to designate some current texts which might be used in the interim. It was proposed that text-books used in East African secondary schools might be amended for use in the U.S.A. Dr. Harries noted that these would be much too difficult because they are written for people who already know the language.

It was suggested that a summer workshop for Swahili linguists be held so that a cooperative effort could be made to produce a textbook for Swahili. Dr. Applegate announced that Howard University had a Swahili course and African background course in Swahili in the planning stage.

The problem of training teachers of Swahili is a critical one. Several people made the point that a native speaker of a language is not necessarily a good teacher of that language however educated he might be in other spheres. The teacher must have some idea of the problems the students can be expected to encounter in learning the language. It was proposed that summer workshops be

held for native speakers of Swahili who will be teaching in September. In addition, courses and materials can be prepared in such a way as to give them sufficient linguistic sophistication to make them capable teachers with a certain amount of practice.

The possibility of forming a national Association of Swahili Teachers under the auspices of the Modern Language Association is encouraging, as a professional body of this nature could be instrumental in raising and maintaining teacher-training standards and in increasing the output of summer training institutes.

2. Problems

(a) Teachers for Afro-American courses

Many teachers who are interested in teaching certain courses in Afro-American studies have little or no background knowledge of Africa. Material should be made available to them which will provide them with an accurate background without the need of taking formal courses. This may entail preparing a syllabus, bibliography and traveling library.

Students in Afro-American studies courses are likely to be unusually intolerant of poor teaching. The common academic belief that anyone with a Ph.D. knows how to teach is a myth. Ph.D.s who expect to teach in Afro-American studies programs should make sure that they have pedagogical ability or training. Those who teach Afro-American studies must be able to relate their courses to their students' lives and answer such questions as, "Why are we learning this?"

(b) Organization of Afro-American studies within existing systems

UCLA has found it convenient to include its Afro-American studies program in an American studies program along with programs for the study of other minority group cultures. Under some circumstances, the name "American Studies" may be more acceptable than "Afro-American Studies". In some areas, however, the use of such terms as "Black" and "Negro" constitutes a very sensitive social issue in different sections of an urban community.

Dr. Welmers pointed out some practical considerations which must be taken into account when discussing the possibility of Africanists helping in the formulation of Afro-American courses. These considerations are best stated in the form of questions.

1. If a committee of Africanists decides to work on a problem and its members are in various parts of the country, how are they to cooperate?
2. Are the Africanists supposed to do this in their spare time?
3. Are they to substitute working on these problems for their normal academic research?

This latter question must be answered with the knowledge that universities often will not recognize the writing of a textbook as a scholarly endeavor.

(c) Problems of popular acceptance

Dr. Obichere cautioned that Africanists must realize that they are in a position to <u>advise</u> on the development of Afro-American studies programs, but that they cannot <u>dictate</u>.

Africanists should concentrate on ways to release the expertise found in African studies centers and make it available to the people formulating courses of study in the Afro-American studies programs.

Africanist faculty should not expect that Black students in Afro-American studies courses will automatically accept courses planned solely by scholars. If there is to be any hope of popular acceptance of such courses, leaders and members of the Black community must be actively involved in the planning stages.

It was asserted that African studies specialists --especially those who are White -- may be unacceptable to Blacks as teachers of Afro-American studies. Some delegates felt that more members of the Black community should be trained as teachers, so that students in Afro-American studies courses would not suspect them of prejudice against their subject. College students who are also leaders in the Black community may be an important bridge between the experts and the students in courses.

It must be remembered that there are many Black communities in America and that each is interested in Afro-American studies for different reasons. It goes without saying that courses should be adapted to the interests expressed by each community.

C. What should be done

Before we can suggest a program or syllabus of Afro-American studies, we must find out what it is that will contribute to a stronger, cohesive sense of identity for Black Americans.

High schools differ in the amount of time that they can or will devote to African studies. Courses and syllabi should be divided into

components and modular units, so that schools can easily choose as much or little as they want. High schools may also differ in their method of presentation of African studies; some may want separate courses in African studies, while others may want to put African material into the separate courses on geography, history, economics, etc. Some, like New York City, may prefer to do both. Any course material should be adaptable to either approach.

African studies centers should cooperate in producing basic textbooks for secondary schools. After experimental editions have been prepared, they should be used for teaching students, and the students' reactions should be considered in revising the texts. Northwestern University has prepared a syllabus on Africa for college freshmen and sophomores. It could be adapted for high school use.

Colleges and public school systems that want to offer African and Afro-American studies courses are often too small to prepare satisfactory courses. They should be encouraged to cooperate with each other in order to improve these offerings.

A realistic response to the problem, "What should be done?" is sought in a contribution from Miss Tilford, submitted as a set of questions. If a satisfactory answer could be given to each query, a solution of half the problem would be in sight. The difficulties arising from inter-racial antipathies, however, would probably still remain even long after the educational situation has been dealt with. Her remarks are quoted here <u>in extenso</u>.

'There are certain persistent concerns for the curriculum specialist as he works in the area of Negro history and culture. These are

best stated as questions.

1. Materials

- Are there authoritative materials about Africa, historical and modern, written for use at the elementary level?
- What are the authoritative materials for the study of modern Africa at the secondary level?
- Who are the scholars writing in the field of Negro history and culture for use in the elementary and secondary schools?
- What criteria shall be used to select filmstrips, movies, and transparencies which show the development of Negro history and culture?

2. Teacher preparation

- Are annotated bibliographies available about Africa, the concept of slavery, the new scholarship relative to Reconstruction, urbanization and the Negro, the Negro child in an urban school setting?
- Are tapes available on the above topics?
- Are there authoritative short-term workshops or summer programs available for the study of African and Negro history?

There is a continuing need for a variety of materials and experiences which will help build understandings for both teachers and pupils in the study of Africa and the development of American Negro history and culture.'

It is very possible that a conference such as this should not draw up one master plan for training teachers of Afro-American studies courses. While it can recommend what should be included in such plans,

individual states have their own resources and situations. Such a variety of programs will also allow for experimentation.

Workshops, institutes, and in-service training can be offered to teachers who are already at work in schools and want to learn how to teach Afro-American studies. Summer institutes are probably best but they are the most expensive. After either an institute or a shorter workshop, teachers may continue studying by themselves; they may be helped by the chance to attend a seminar once or twice a month with instructors from African studies centers. These workshops, institutes, and seminars may also be of interest to lay community leaders; but the inclusion of non-teachers may cause funding problems.

In Schools of Education, we should try to make courses on Afro-American studies available to college students who are training as teachers. Such courses are advisable not only for those who will specialize in this subject, but also for all who will teach in urban schools. African studies centers can help by persuading educationists to include such courses in Education curriculum. We should encourage cooperation between educationists and scholars in various fields such as history, economics, political science and geography.

African studies should not be confined to courses in African languages and in specifically "African" subjects, but should be included widely in courses in the humanities and social sciences.

Either the appropriate African studies center or some academic group such as the ASA should be prepared to evaluate courses and teacher-training materials, so that colleges can know whether they are authentic.

Sources of financing must be sought for all this teacher-training activity. The Ford Foundation has already funded similar efforts and could be approached. Under the Elementary and Secondary Education Act, state agencies have wide authority to spend Title I funds for anything that may be useful for improving education of low-income families.

U.S. Office of Education is holding Afro-American institutes this summer and would like us to make recommendations on the manner in which these should be conducted.

III. Recommendations

The purpose of the conference was an exchange of experiences and advice. It has become evident that while certain themes recur throughout the country, the nature and intensity of the demands differ in each part of the U.S. For this reason, if for no other, it would seem that each agency should react according to the circumstances of the local situation. The problems involved can be solved with liberal amounts of goodwill, energy, expertise, money and time. These desiderata are set down in descending order of abundance. The professional Africanists give evidence of great goodwill towards what they esteem to be reputable programs of Afro-American studies. They appear to be willing to expend considerable energy in extending their help. However, the experts are too few to cope adequately with the problem when funds are limited and time is fast running out in some quarters.

In such situations the only general recommendation is that each university center of trained Africanists should seek to establish

appropriate relationships with the colleges and schools in its region so as to broaden the utilization of its competence at this special time, using local funding arrangements to the extent feasible.

Appendix A

List of Participants

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Appendix B

Tentative Agenda

1. Experience of individual centers

   a. Kinds of requests for assistance from colleges

      Personnel
      Materials

   b. Kinds of requests for assistance from secondary schools and other institutions

      Personnel
      Materials

2. Experience of secondary schools

   a. Needs, resources, priorities

   b. Assistance provided or potentially available from higher education

3. Assistance now feasible by individual NDEA Centers

      Personnel
      Materials

4. Assistance by cooperation among NDEA Centers

      Personnel
      Materials

5. Role of African Studies Association

6. Priority needs for additional programs and funds

Appendix C

Information supplied by Dr. W. Thomas Carter

The U.S. Office of Education has announced support of some 625 training projects submitted under the new Education Professions Development Act. Among these are a number of summer institutes designed to prepare teachers to teach more accurately and effectively the role of the Negro in past and present American life. Teachers participating in these institutes will re-examine and re-interpret the Negro's contribution to the development of the nation.

Below is a list of summer programs that will give special emphasis to the teaching of Afro-American studies and Negro history. All of these programs will attempt to survey thoroughly the literature and teaching materials relating to the Negro American and his African heritage. Each program, however, will approach the problem differently. While most of them can be considered "interdisciplinary", some will focus on anthropological understanding, others will emphasize sociological, economic, historical or political factors. But in general all will focus upon three basic aspects of the problem:

1. The necessary substantive information about the relationship between Africa and the United States; or between Negro history and "black studies".
2. A thorough familiarity with printed and audio-visual materials on the Negro and black Africa.
3. Techniques of teaching for making the subject meaningful and relevant to youngsters.

Arthur D. Sheekey
Program Specialist
Bureau of Educational
Personnel Development
U.S. Office of Education
Washington, D.C. 20202

Summer Institutes and In-Service Programs for Experienced Teachers, Supervisors and Administrators

Ravenswood School District, 2160 Euclid Avenue, Palo Alto, California 94303. "White Racism and Black Culture." This is a pilot program to retrain classroom teachers in relation to black culture and history, white racism in America, and its institutional manifestations in the American school. This is a 10-week institute for the Raven District teachers.

Warren Hayman

California State Polytechnic College, Pomona, California 91766. "Constitutional Issues and Ethnic Conflict." It is open to elementary and secondary school teachers in California. June 23, 1969 to June 15, 1970.

Thomas C. Wilson

University of Denver, Department of History, University Park, Denver, Colorado 80210. "The Histories of Minorities." This project proposes to offer junior and senior high school teachers in the Denver metropolitan area substantive training in the teaching of history of minorities within the context of required American History courses. May 1, 1969 - May 31, 1970.

Robert E. Roeder

University of Bridgeport, Bridgeport, Connecticut 06602. "African and Asian History." This will be a program for teachers in the regional area. Its emphases will be on content, transferral and materials. Demonstration classes will attempt to improve the participants' ability to make history in these areas relevant to their own students, grades 6-12.

Albert Schmidt

Savannah State College, State College Branch, Savannah, Georgia 31404. "American and Afro-American History." This program will attempt to strengthen

the backgrounds of junior and senior high school social studies teachers in the history of African cultures and in the contributions which Afro-Americans have made to American culture. June 10 - August 21, 1969.

Hanes Walton, Jr.

Northwestern University, Evanston, Illinois 60201. "Developing Areas: Africa." This program will attempt to acquaint secondary school teachers with the most recent findings and works on African culture, society and problems. Work will be undertaken in the following areas: the geography of Africa; its social and political institutions and finally its modernization. June 23 - August 1, 1969.

Ibrahim Abu-Lughod

University of Southwestern Louisiana, Lafayette, Louisiana 70501. "American Negro History and Culture." This program will deal with the effort to improve the teaching of Negro students through better knowledge and understanding of Negro history and culture on the part of all educational personnel. It will attempt to prepare teachers to confront the specific problems related to race relations. For elementary and secondary school teachers of disadvantaged youth. June 9 - August 9, 1969.

Robert R. Jones

Southern University, Box 9984, Baton Rouge, Louisiana 70813. "Negro Life and History for teachers of the disadvantaged." This program is designed to explain the role that Negroes have played in American history. Courses will explore the African background of American Negroes, Negro literature, and effective teaching strategies for developing among students the proper understanding and attitudes toward race and minority problems. June 16 - August 9, 1969.

Henry E. Cobb

Southern University, Department of Political Science, Baton Rouge, Louisiana 70813. "United States and Africa." This institute is designed to assist in upgrading Political Education offered in those Louisian high schools attended by economically disadvantaged youth. Governments and politics south of the Sahara will be emphasized. June 16 - August 2, 1969.

Moses Akpen

Clark University, Worcester, Mass. 01610 "U.S. History; Negro and Urban." The intent of this institute is to give high school teachers an opportunity to familiarize themselves with recent developments in the mutually interrelated, rapidly developing, and socially critical areas of Negro and Urban History. June 30 - August 15, 1969.

Thomas C. Barrow

Smith College, Northampton, Mass. 01060 "The Black Experience in U.S. and Latin America." Full-time courses will be in the history of the Black Experience in the U.S. and Latin America. Briefer seminars will introduce the specific dimensions of political science, anthropology, sociology, economics, art, music and literature. For secondary school teachers. June 23 - August 15, 1969

Louis Cohn-Haft

Rahway Board of Education, Rahway, N.J. 07065. "Negro Contributions to Society." This program will provide the teachers in the Rahway School System with the information and materials required to teach about the Negro in our society. The nature of racial prejudice will also be examined as part of this program. July 1 - 30, 1969.

Dennis Kuber

Cornell University, Department of History, Ithaca, N.Y. 14850. "African and Afro-American History." The content of this program includes African

History and Culture, the Black Experience in the U.S., and the relationship between African history and culture, and the Afro-American Experience. It will also include sensitivity training and simulated learning exercises. For teachers of grades 7 - 12. July 16 - August 26, 1969.

Harold D. Weaver, Jr.

Appalachian State University, Boone, N.C. 28607. "Negro in U.S." This is a pilot program dealing with the social and intellectual contributions of the Negro to the American culture. Participants will be exposed to the most relevant educational media available in the field of Negro-American history. Teachers of grades 10 - 12 are eligible. July through August, 1969.

George P. Antone

University of Dayton, 300 College Park, Dayton, Ohio 45409. "Negro History; Sociology." Social studies in inner-city secondary schools will be prepared for presentations of Negro culture to classes containing economically deprived Negro students. This program will present a socio-historical academic course called "Negro in the Americas". June 25 - August 16, 1969.

Bruce R. Taylor

Norfolk Division of Virginia State College, Norfolk, Va. 23504. "The Negro and the American Political Process." This program will focus upon the role of the Negro in the American Political System. It will cover recent research findings, techniques, materials and methods in the area of political education. June 15 - August 2, 1969

William P. Robinson, Sr.

University of Wisconsin, Department of Educational Administration, 750 University Avenue, Madison, Wisconsin 53706. "American History in the Inner-City Elementary Schools." This program involves the training of teachers and principals to teach American history in schools which have a predominantly Negro population. July - August, 1969

Marvin J. Fruth

Wisconsin State University, Algoma Blvd., Oshkosh, Wisconsin 54901. "African History and Culture." The purpose of this project is to meet the needs of junior and senior high school teachers of Negro history or of world culture courses. "Project Africa" curriculum materials will be examined as part of this program. June 30 - August 8, 1969.

Lee N. Newcomer

The institutes listed above are only a few of almost 100 teacher-training projects in the social studies which were recently announced by the Office of Education. In institutes, such as those listed above, participants pay no tuition and, in most cases, are eligible for stipends of $75 per week plus $15 per dependent. In February, the United States Office of Education mailed a complete list of summer institutes, as well as a listing of academic year part-time and full-time fellowship programs, to schools throughout the nation. Information and descriptions of these programs may be obtained by writing to the designated program director.

A similar listing of grants in support of Institutes of Black Studies and Afro-American life and culture has been drawn up since the conference at Michigan State University and is now available upon request from:

Dr. Donald Bigelow, Director
Division of College Programs
Bureau of Educational Personnel Development
U.S. Office of Education
Washington, D.C. 20202

Appendix D

Information supplied by Dr. D. Lee Hamilton

The following is only a reference to

1. the legislation
2. the nature of each likely contribution to curriculum development
3. the responsible administrator, whether in OE or in the states
4. the extent to which comprehensive information on the scope of the program is available in Washington
5. the person in OE who may be contacted for further information

I.
1. Elementary and Secondary Education Act, Title I - expansion and improvement of instruction for children from low-income families
2. Anything deemed useful by local agencies
3. State Education Agency reviews proposals, may provide suggestions, but money is apportioned on basis of need, as described in legislati
4. States not required to submit full description of activities to OE
5. J.Hughes, Division of Compensatory Education, Bureau of Elementary and Secondary Education.

II.
1. Elementary and Secon ary Education Act, Title II
2. Library resources, audio-visual materials
3. State Plan Ok'ed by Washington
4. States submit state plan to regional coordinator in Washington
5. Appropriate regional coordinator, Division of State Agency Cooperation, Bureau of Elementary and Secondary Education.

III.
1. Elementary and Secondary Education Act, Title III
2. Supplementary services, innovative projects - emphasis has been on disadvantaged. See Projects to Advance Creativity in Education report
3. In FY 1970, money will be given to state agencies in block grants
4. OE will receive partial reports, comparable to Title I situation, though at present Title III people have somewhat fuller information, as title was originally administered from Washington
5. Norman Hearn, Division of Plans and Supplementary Centers, Bureau of Elementary and Secondary Education.

IV.
1. Elementary and Secondary Education Act, Title V
2. Development of state agency staff; in some cases, has meant training for personnel to handle minority-oriented programs, including curriculum
3. State plans submitted to Washington
4. State plans available, also reports
5. Appropriate regional reviewer of state plans, Division of State Agency Cooperation, Bureau of Elementary and Secondary Education.

V.
1. Elementary and Secondary Education Act Amendment 1967, Title VII
2. Bilingual education - development of curriculum materials for teaching <u>in</u> a foreign language

3. Local Educational agencies apply to Washington
4. First year of operation;see list of tentatively approved projects
5. Dr. Albar Pena, Bilingual Advisor, Title III X22067

VI. 1. Educational Professions Development Act, Title XI
2. Institutes designed to improve qualifications of educational personnel - may include training in use of special curriculum materials
3. Administered by institutes of higher education, under contract to OE (also by state and local education agencies)
4. Reports available
5. D. Bigelow, Bureau of Educational Personnel Development.

VII. 1. Educational Professions Development Act, Title II, Part E
2. Institutes, in-service training programs for higher educational personnel - may include training in special area studies curricula -- see Educational Professions Development Act publication
3. 4. Same as preceding
5. Personnel Development Branch, Division of College Support, Bureau of Higher Education.

VIII. 1. Higher Education Act, Title II-A
2. College library resources
3. Matching grants awarded to institutions by USOE
4. Institutions submit proposals to USOE
5. Division of Library Services and Educational Facilities, Bureau of Adult, Vocational, and Library Programs.

IX. 1. Cooperative Research Act
2. Research in development of special curricula for teaching the disadvantaged, as well as general college and high school curricula in Latin American and African studies
3. USOE awards grants to researchers
4. Projects listed by subject in CURRENT PROJECTS INFORMATION; most recent edition will be available March 28.

X. 1. Higher Education Act of 1965, Title I
2. Grants to States to strengthen community service programs of colleges and universities designed to assist in solving community problems
3. Awards are made to State agencies on the basis of approved State plans. Administrative unit within OE is: Community Service and Continuing Education Programs Branch, Division of Adult Education Bureau of Adult, Vocational, and Library Programs.
4. Terminal reports, program master lists, regulations, as well as Annual Report of the National Advisory Council on Extension and Continuing Education.
5. Division of Adult Education, Bureau of Adult, Vocational, and Library Programs.